

Pye Bank CofE Primary School

Andover Street, Sheffield, South Yorkshire S3 9EF

Inspection dates

14–15 February 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders and governors have not tackled fully all issues found at the time of the previous inspection, despite recent leadership changes. As a result, teaching, learning and assessment are not yet consistently good.
- Leaders' evaluation of the school's performance is not fully accurate. Consequently, not all checks on teaching are focused sharply enough on the progress that pupils make.
- Improvement plans do not contain precise measures for leaders to check whether actions are having the expected impact on different groups of pupils' progress.
- Leaders and governors have not done enough to check the impact of the additional funding on outcomes for disadvantaged pupils.
- Inconsistencies in teaching, especially in mathematics, mean that pupils' progress is too variable across classes and year groups.
- Teachers' expectations of pupils, especially of those of middle ability and the most able, are not consistently high. Sometimes work set is too repetitive and undemanding, especially in mathematics.
- Pupils do not apply their spelling skills well to their work, nor are they given sufficient opportunities to learn from their mistakes.
- Disadvantaged pupils and those who have special educational needs and/or disabilities are absent from school too often and more so than their peers nationally.

The school has the following strengths

- The headteacher along with leaders new to post have started to improve key aspects of the school's work, notably pupils' progress in writing, including for those pupils who have special educational needs and/or disabilities.
- Effective provision in the early years ensures that children make a good start to school.
- Overall, attendance has improved since the time of the previous inspection.
- The recently revamped curriculum provides pupils with opportunities to develop skills and values, including tolerance and mutual respect.
- Pupils are polite and well behaved. They get on well and are highly respectful to one another.

Full report

What does the school need to do to improve further?

- Strengthen leadership and management at all levels so that:
 - plans for improvement are sharp and precise to ensure that the impact of actions on the learning of different groups of pupils is known
 - information collected on the quality of teaching, learning and assessment is used precisely to tackle inconsistencies across the school, especially for middle-ability pupils, the most able pupils and those who are disadvantaged
 - governors meet their statutory responsibilities for publishing information on the school website, including information relating to pupil premium
 - pupils who have special educational needs and/or disabilities and those who are disadvantaged attend school more regularly in order to benefit more fully from the education on offer.
- Enable pupils to make rapid progress in reading, writing and mathematics by ensuring that:
 - teaching is consistently good in all year groups
 - teachers' expectations are high for what pupils can achieve, particularly the most able
 - all teachers provide work that challenges the middle-ability pupils and the most able pupils, especially in mathematics, and encourage them to apply their skills to their work
 - spelling is taught well and pupils apply the skills that they learn in their writing.

An external review of the school's use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Since the previous inspection, leaders have not ensured that all issues relating to teaching and pupils' progress have been effectively tackled. As a result, pupils' outcomes have not risen quickly enough from their starting points. There has however, been recent improvement in the leadership of teaching and learning.
- Since September 2016, leaders at all levels have worked tirelessly to check the quality of learning and the progress that pupils make in lessons and in their books. As a result, leaders have improved the progress pupils make in writing. There are positive signs teaching is improving but this is patchy across classes and varies too much between subjects, especially mathematics.
- School improvement documentation identifies areas of improvement and comprehensive actions to tackle weaknesses. While the priorities are appropriate, the plans lack clear milestones. Therefore, it is difficult for leaders and governors to measure the effectiveness of their intended actions.
- Leaders have made sure that the school's self-evaluation has identified areas that are working and are effective. Leaders recognise that standards were not high enough at the end of 2016. However, leaders are still too optimistic about pupils' progress from their starting points. Inspection evidence shows that progress is mixed across the school, especially for middle-ability pupils and the most able.
- Information presented by leaders points to pupils making more rapid progress than is the case. While inspectors agree that progress is improving, most notably in writing, progress in lessons and that seen in books does not match the overall rosy picture painted.
- Leaders have taken steps to link teachers' performance management targets to improving pupils' progress in reading, writing and mathematics, and teachers value the opportunities afforded to improve their teaching. However, leaders have not ensured that teachers' targets and subsequent actions taken have been sufficiently precise in order to bring about improvements.
- Additional funding for pupils who have special educational needs and/or disabilities is starting to be used more effectively. The interim leader for special educational needs has implemented many positive changes that are helping to support pupils' needs, especially in helping pupils to catch up and secure their skills in phonics. Some of the recent strategies implemented by leaders have yet to be embedded and it is too early to measure their impact fully.
- Additional pupil premium funding is used to provide extra academic support for disadvantaged pupils. The funding has been effective in addressing writing, behaviour and some aspects of attendance. Leaders and governors do not evaluate the difference that the funding is making clearly enough. Minutes of governors' meetings show that governors have not challenged leaders sufficiently on the impact of the funding.
- The primary physical education (PE) and sports funding is used to good effect. For example, pupils in key stage 2 have access to swimming lessons. All groups of pupils have wider opportunities to participate in a variety of sports after school, including

attendance at sports tournaments. Teacher expertise has been improved through carefully planned work alongside a specialist coach.

- Leaders have successfully revamped the curriculum so that it is carefully planned to include engaging topics such as 'Angry Planet' and creating a 'music disc' to raise money for a local charity. Pupils are hooked by these topics that help to capture their imagination and provide memorable moments. Leaders have suitably promoted British values. Pupils practise the skills of democracy in lessons. There are effective opportunities to promote pupils' spiritual, moral, social and cultural development. For example, pupils at different times show respect for each other's faiths and beliefs.
- Local authority staff have recognised that standards were not high enough at the end of 2016. They recognise the quality of teaching is not yet consistently good across the school. As a result, they now regularly meet with school leaders including governors to challenge them over standards.

Governance of the school

- Since the time of the previous inspection, the governing body has continued to grow in its expertise and knowledge to be able to challenge leaders.
- Governors recognise the variation in pupils' progress over time. As a result, they have made financial resources available to widen the size of the leadership team with a view to improving pupils' outcomes and the progress that pupils make.
- Although governors can pinpoint some of the ways in which the funding for disadvantaged pupils is spent, they are not fully able to hold leaders to account for the difference the funding is making beyond attendance and behaviour. Leaders have not produced clear enough reports on the overall difference that the funding is making.
- The website was compliant with government regulations by the end of the inspection, but, prior to the that, governors had not ensured that all statutory documents were fully up to date on the website.

Safeguarding

- The arrangements for safeguarding are effective. Leaders for safeguarding take their role seriously to ensure that all pupils are safe and free from harm.
- Staff benefit from regular training and updates on safeguarding matters. As a result, staff have a clear understanding of their duties in relation to safeguarding, including protecting pupils from radicalisation and extremism.
- Pupils feel safe in school and know where to seek help from should the need arise. Staff are vigilant in their approach and report concerns as necessary.
- Effective checks are in place to ensure that newly appointed staff, including supply teachers and volunteers, are suitable to work with pupils.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment requires improvement because not all teaching is consistently good across the school. Expectations of what pupils can achieve, especially middle-ability pupils and the most able, are not high enough.

- In some classes, pupils are not routinely challenged by teachers to improve their work. Consequently, pupils' slips in learning are not identified quickly enough, so their progress is not as fast as it should be.
- Teachers usually ask questions which focus and extend pupils' thinking. For example, during the inspection the sharpness of questioning enabled older pupils to speak and count in French with confidence.
- Pupils' progress in mathematics is too varied. Teachers often give the same depth of work to middle-ability pupils as well as the most able. As a result, the tasks in some classes are too easy, repetitive and undemanding. Consequently, pupils are not challenged sufficiently and their progress slows.
- In some classes, pupils get the opportunity to tackle tricky problems that are engaging for pupils. For example, 'convince me that -20°C is lower than -5°C ' reflects a typical question posed by a teacher. This level of questioning encourages pupils to think hard and to practise their writing skills in their response.
- The teaching of writing has improved since the time of the previous inspection. Teachers have responded well to advice and guidance from leaders. As a result, pupils are challenged to produce handwritten and well-crafted sentences. 'A glint of wickedness every time a patient came into her surgery' is typical of the quality of written sentences seen during the inspection. However, in some classes, correct spelling is not given a high enough priority and so pupils' work is not of a high enough standard.
- Younger pupils read fluently and draw on their knowledge of phonics to tackle words and unpick their meaning. Following a downturn in phonics results, current Year 1 pupils are on track to meet the expected standard in the phonics screening check later this year. Pupils new to English are well supported in their learning and tackle words with determination when reading.
- Older pupils are happy to read but expectations are not high enough in some lessons with pupils of different abilities being set the same task. Pupils are not always guided well in their choice of books. One pupil summed it up by saying 'The system isn't working.'
- Teaching assistants are mostly effective in providing support for pupils' learning, especially those pupils who are new to English and those pupils who have special educational needs and/or disabilities. In a small number of cases, some teaching assistants offer too much support for lower-ability pupils that then slows their progress.
- The school's approach to homework helps to reinforce pupils' key skills in art. It is also used to some extent in reinforcing pupils' knowledge of spelling but subsequently their learning as a result is not then utilised fully in writing lessons. Pupils' uptake each half term from a choice of homework activities is variable by class.
- Parents appreciate the information they receive about the progress their children make.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are very polite and respectful to their teachers and one another. Pupils share resources

agreeably in lessons and at breaktimes. For example, groups of pupils played happily in an energetic game of throw and catch outdoors.

- Pupils are happy and content in school. They are mostly punctual and are smart in their appearance. Pupils are curious and friendly. For example, pupils often held doors open for adults during the inspection and politely asked if inspectors were enjoying their day.
- The school's Christian values are at the heart of school life. The values help guide pupils to be kind, considerate and tolerant of each other. Bullying and the use of derogatory language is infrequent. One pupil described the school as 'a nice place'.
- Leaders have ensured that pupils' safety and welfare needs are robustly met. Bespoke arrangements are in place to care for pupils and to improve their attendance. Parents agree that pupils are safe in school and their needs are met.
- Pupils have a clear understanding of how to keep healthy and fit. Pupils appreciate the wide range of activities on offer, including basketball, cooking, cross-country and street dance. 'I love sport,' reflects a typical comment from pupils. Pupils at lunchtime enjoy the fun challenge of dancing to music. Pupils are taught to make sensible choices about food and calorie intake.
- Almost all parents are very positive about the school's work and the education that it provides for their children

Behaviour

- The behaviour of pupils is good.
- The school is a calm and orderly environment because pupils mostly conduct themselves very well. This sense of order contributes positively to school life.
- Pupils understand the school's rules and follow them both during lessons and at other times of the school day. Pupils understand the need to follow the school rules and enjoy the reward of 'golden time' for doing this.
- Pupils understand the different forms of bullying. They say that bullying and name-calling is rare. Pupils know how to resolve conflicts peacefully and seek help should they need it.
- Leaders have worked hard to improve attendance since the time of the previous inspection. As a result, pupils' attendance overall has risen and is now in line with the average seen nationally.
- Current figures show that the attendance of pupils who have special educational needs and/or disabilities and those who are disadvantaged is below that of other pupils in the school. As a result, these pupils do not fully benefit from school.

Outcomes for pupils

Requires improvement

- Outcomes require improvement. Standards have not improved quickly enough since the time of the previous inspection. As a result, not enough pupils make consistently good progress especially in mathematics.
- The progress of middle-ability pupils and those who are disadvantaged is simply not good enough. At both key stages 1 and 2, these pupils do not achieve highly enough

in reading and mathematics. This is because leaders and teachers have not focused efforts on ensuring that these pupils make enough progress from their starting points.

- Work in books and in lessons shows signs of improvement for current pupils but this is inconsistent across the school, most noticeably in mathematics and reading. Often this is due to variations in the quality of teaching and inappropriate tasks being completed by pupils.
- In writing, current pupils are making better progress than in other subjects. A relentless focus on developing writing is paying dividends. Pupils are challenged to write about interesting topics and as a result produce some lively and well-crafted pieces of writing. In 2016, the progress in writing was strongest at the end of Year 6 and pupils continue to make higher rates of progress in this year group.
- In 2016, pupils' progress overall by the end of Year 6 was below that of other pupils nationally in reading and mathematics. The progress made by middle-ability pupils and disadvantaged pupils was the lowest of other groups in the school. This is because leaders and teachers have not done enough to improve the progress of these groups of pupils or subject areas.
- Progress of the most able in mathematics at the end of Year 6 was below that of their peers nationally in mathematics. This is because some teachers have not consistently challenged pupils and expectations for what pupils can achieve are not high enough.
- In 2016, pupils' progress by the end of Year 2 showed a mixed picture. In contrast to that made by the end of Year 6, progress was stronger in reading and mathematics. Middle-ability pupils and disadvantaged pupils fared worse in reading, writing and mathematics than other pupils nationally. A below-average number of the most able pupils achieved knowledge at a greater depth in reading and mathematics.
- In 2016, those pupils who have special educational needs and/or disabilities made progress below that of other pupils nationally. Recently improved systems are not yet embedded enough to be able to judge whether these will lead to pupils making improved progress this year.
- Those pupils who are eligible for support through the pupil premium, including those who are most able, do not make sufficient progress. Leaders have not set clear targets for all disadvantaged pupils or rigorously evaluated the difference the funding is making against their actions.
- Outcomes in other subjects are more positive. The proportion of children reaching a good level of development by the end of Reception, while showing a slight downward turn, shows that children generally achieve in line with other children nationally over time.
- Progress in art is strong, with high-quality drawings and paintings around the school. Pupils enjoy singing and inspectors observed pupils singing well in harmony.
- Current in-school assessment information is detailed and tracks pupils' progress carefully, particularly those who are new to English. This group of pupils is well supported and makes secure progress.

Early years provision

Good

- Children enter the early years with skills that are below those typical for their age. Communication, language and aspects of literacy skills are particularly low on entry. Leaders analyse this information well to ensure that there is clear knowledge of children's starting points and their needs. Hence, children get off to a positive start and make at least good progress in the early years.
- Children are well motivated by the range of activities on offer for them to explore indoors, outdoors and when working with teachers and other adults. The well-resourced outdoor space supports good learning. For example, boys and girls noticeably develop their social and physical skills when safely using bicycles.
- Teaching is good. Phonics and reading skills are well taught. Children enjoy the challenge of early reading. Children have good strategies to tackle unfamiliar words; they read every day and experience irregular words.
- Leaders have ensured that the additional funding for those who are disadvantaged has been used to good effect in the early years. As a result, this has enabled disadvantaged children to achieve as well as other children nationally. Staff have given extra support to help these children to address their learning needs and make similar progress to their peers.
- Children's behaviour is good. They play and share well together. Inspectors saw children sensitively giving advice to one another to improve finger spaces between words when writing.
- Links with parents are effective. Staff work hard to foster effective relationships with parents. Parents regularly visit the school and make valuable contributions, sharing information about the progress that their child is making at home.
- Welfare requirements are effective and assiduously met because staff are well trained. Staff are highly vigilant both indoors and outdoors to ensure that children are safe. Leaders have ensured that safeguarding arrangements closely match whole-school procedures and that children are kept safe.

School details

Unique reference number	133324
Local authority	Sheffield
Inspection number	10023827

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	464
Appropriate authority	The governing body
Chair	Steve Chew
Headteacher	Maureen Andrews
Telephone number	0114 276 0472
Website	www.pyebank.sheffield.sch.uk
Email address	headteacher@pyebank.sheffield.sch.uk
Date of previous inspection	3–4 February 2015

Information about this school

- Pye Bank is a much larger than average primary school.
- The headteacher was in post at the time of the previous inspection. Changes to the senior leadership have been with effect from September 2016.
- The school meets statutory requirements for the publication of specified information on its website.
- Children enter the early years on a part-time basis in Nursery, which has two sessions a day. Early years education continues into Reception, when children attend full time.
- The proportion of pupils from minority ethnic groups and pupils who speak English as an additional language is much higher than the national average.
- The proportion of pupils known to be eligible for support through the pupil premium is well above average.
- The proportion of pupils who have special educational needs and/or disabilities, including pupils with an education, health and care plan, is broadly average.

- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed a range of lessons, several of which were undertaken jointly with senior leaders.
- Inspectors examined work in pupils' books and listened to some pupils read.
- Inspectors spoke with pupils formally and informally and observed their behaviour at breaktimes, lunchtimes and during the school day.
- Inspectors held several meetings with leaders, governors and staff. A meeting was also held with a local authority representative.
- Inspectors examined a range of school documents, including: governing body minutes of meetings; the school improvement plan; the school self-evaluation report; and performance information relating to pupils' attainment and progress. Documents relating to pupils' behaviour, attendance and safety were also scrutinised.
- Inspectors analysed 10 responses from parents to Ofsted's online questionnaire, Parent View. Inspectors also took account of the 43 responses to Ofsted's questionnaire for staff. Inspectors also met with some parents at the start of the school day.

Inspection team

Brian Stillings, lead inspector	Ofsted Inspector
Larissa Thorpe	Ofsted Inspector
Beverly Clubley	Ofsted Inspector

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